



References

High Schools-Dropout Rates/Graduation Rates

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Special Provisions in Approved Accountability Workbooks for Students with Disabilities, English Language Learners and Migrant Students

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March 2006

The U.S. Department of Education, on a case-by-case basis, has approved provisions in states' federal accountability workbooks that generally allow schools to grant individual students with disabilities, English language learners and, in the case of Washington state, migrant students, more than four years to graduate from high school and be counted as an on-time graduate. The language from these provisions – found in both the accountability workbooks and decision letters on the U.S. Department of Education Web site – is provided below.

Georgia: Graduation rate calculated based on 4 years, including the summer school term after 12th grade for all subgroups except English language learners (ELLs) and students with disabilities. Beginning in the 2005-06 school year, schools and districts can count, on a case-by-case basis (with documentation), ELL students who graduate with a regular diploma within 5 years and a summer. (July 1, 2005 decision letter)

Idaho: Will consider as a student graduating with a regular diploma in the standard number of years a student with a disability who receives a regular diploma in the number of years specified in the student's IEP. (September 10, 2004 decision letter)

Iowa: Will allow students with disabilities, on a case-by-case basis, to be included in the graduation rate if they take longer than the standard number of years to graduate with a regular diploma. (August 11, 2005 decision letter)

Kansas: Allows students with disabilities to take additional years to attain a regular diploma. In such instances, these students will be considered as graduates in the standard number of years. (May 20, 2004 decision letter)

Kentucky: Allows students with disabilities whose IEPs stipulate they will need more than four years to obtain a standard diploma as graduates. (February 2, 2004 decision letter)

Maine: Allows students with an IEP or Personal Learning Plan that extends the time, up to five years, to complete high school and be considered an on-time graduate. (Consolidated Accountability Workbook)

Nebraska: Will include in calculating graduation rate: (1) limited English proficient (LEP) students who are enrolled in a LEP program that provides services designed to allow a fifth year in order to receive a regular diploma, and (2) students with disabilities who graduate with a regular diploma from a program described in their Individualized Educational Program that may take more than four years. Inclusion of LEP students will be on a case-by-case basis determined by the district. (July 8, 2005 decision letter)

New Jersey: On a case-by-case basis, will allow up to six years for the following students to graduate and be included in the graduation rate: limited English proficient students who entered U.S. as high school students; students with disabilities if a regular diploma and additional time for graduation is specified in their IEP; and students that have extended periods of approved medical leave which necessitate more time for them to earn the required credits toward a high school diploma. (August 25, 2005 decision letter)

New Mexico: A student with disabilities may be counted as graduating on time if the student's individualized educational plan calls for extra years of high school beyond the age of 18 and the student graduates with a standard diploma. (Consolidated Accountability Workbook)

North Dakota: In calculating graduation rate, North Dakota will count as graduates within the standard number of years students with disabilities and limited English proficient students who graduate within the extended graduation schedule set forth in their individualized education plans developed by their IEP team or LEP service team. (August 17, 2004 decision letter).

South Carolina: A student with a disability who receives a regular diploma in the number of years specified in the student's IEP will be considered as a student graduating with a regular diploma in the standard number of years. (Consolidated Accountability Workbook)

South Dakota: Students with disabilities who complete the required coursework for graduation will receive a regular high school diploma. A student on an IEP who meets these criteria will be counted as a high school completer. (Consolidated Accountability Workbook)

Tennessee: Limited English proficient students and students with disabilities who have individualized educational plans that include a 5-year high school program are counted in the graduation rate when they receive regular diplomas in 5 years, plus any summer school terms including the summer school term after 12th grade. Students may receive extra time to earn a regular diploma only when this allowance is written into the Individual Education Program plan for students with disabilities or deemed necessary by the limited English proficient (LEP) team at the school for LEP students. (Consolidated Accountability Workbook and March 2, 2004 decision letter)

Utah: Regular diploma graduates may include students with disabilities who can be retained as "seniors" until the age of 22. As long as such students are retained, their cohort year is adjusted, so that their completion status is included in the calculation of the graduation rate for the graduating class of the year in which it is finally determined. (Consolidated Accountability Workbook)

Virginia: Will allow the IEP team to determine the standard number of years for the graduation rate for students with disabilities. School-based LEP teams will determine the standard number of years for the graduation rate for LEP students based on department of education guidelines. (Consolidated Accountability Workbook)

Washington: *Students with disabilities:* Will allow students with disabilities additional time to receive a standard high school diploma when that length of time is indicated as appropriate in a student's individualized education plans. (June 18, 2004 decision letter)

LEP and migrant students: Will allow a longer time for LEP and migrant students to graduate on time, when determined on an individual basis that additional time is needed. (September 1, 2005 decision letter)

West Virginia: Will include a provision for students with disabilities' IEP team to determine the standard number of years for graduation. (Consolidated Accountability Workbook)

Wyoming: A student with disabilities who receives a regular diploma within the period specified by that student's IEP team is considered to have received a regular diploma "within the standard number of years," and is included in the graduation rate. (July 1, 2004 decision letter)

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